

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Taxonomy Level: B 2 Understanding/ Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students learned about the exploration and settlement of South Carolina and the United States (3-2). More specifically, they learned to summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina (3-2.6). Additionally in third grade they learned about the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority (3-2.7).

In 4th grade, students learned about the establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe and the Americas (4-2.5).

In United States History, students will learn the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

South Carolina used natural, human and political resources to gain economic wealth. Many of the original settlers to the Carolinas came from Barbados and brought a well developed system of slave labor with them. South Carolinians established a thriving trade with Barbados. They sold cattle and Native American slaves to the people of Barbados. The growing African slave trade brought not only laborers but also their knowledge of cattle herding and rice planting to the Carolinas. Geographic conditions in the Lowcountry made it a suitable place for rice planting. Rice, or “Carolina gold,” became a staple crop of Carolina, which provided long-term prosperity. Settlers came to South Carolina because of the potential wealth in rice.

The determination of the settlers and the hard work of their slaves resulted in a growing agricultural economy. As an immigrant from Antigua, **Eliza Lucas** planted indigo because she was determined to make the family plantation (Wappoo) successful. Indigo was a plant used to make a highly valued blue dye and the British government was offering a subsidy to anyone who would grow it. Eventually, Eliza Lucas succeeded and shared her success with other area planters. Indigo became a new cash crop for South Carolina.

Demand for both rice and indigo led plantation owners to need more slaves. With the demand for more slaves came an increase in the slave trade. Large-scale importation of African slaves began in 1690s and thousands of African slaves came to South Carolina. As early as 1698, the Assembly began to worry that there were too many slaves in the colony but, because slaves were vital to the economic success of the

colony, no one in power wanted to limit the number of slaves coming into the colony. Even after the Stono Rebellion, the slave trade was not limited.

Mercantilism was an economic system whereby the mother country (England) controlled trade in order to export more goods than it imported. By doing this, the mother country would amass more gold and silver and become wealthy and powerful. South Carolina served as both a source of raw materials and a market for British manufactured goods. This lessened the mother country's dependence on foreign trade and thus improved her balance of trade. The British government encouraged the development of new products such as indigo by offering subsidies (or bounties) to planters who grew it. Both rice and indigo were on the 'enumerated' list of products that could be sold only to England. However the British government did not enforce this part of the law on Carolina rice, thus giving South Carolina another economic advantage.

It is not essential for students to know:

Students do not need to know specific leaders in Barbados, specific numbers in the slave trade or dates or specific amounts of rice produced.

Assessment guidelines:

Appropriate assessments will require students to **explain** how South Carolinians used natural, human, and political resources to gain economic prosperity. Appropriate assessments should also require students to **explain** the role of trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism in making South Carolina a prosperous colony.